

California High School Exit Examination

Reporting 2002–03 School, School District, and County Results

Assistance Packet for School Districts and Schools

prepared by the
California Department of Education

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Introduction

In October 2003, the California Department of Education (CDE) will release aggregate results at the school, school district, county, and state levels for the 2002–03 school year. This assistance packet provides school districts with the information they need to: (1) access aggregate results online and (2) report results to the media and other interested parties.

During the 2002–03 school year, the CAHSEE was administered six times. Students in the Class of 2004 had multiple opportunities to take the CAHSEE and those in the Class of 2005 had one in the spring of 2003.

Public Release Dates

In October 2003, the 2002–03 CAHSEE results for schools, school districts, counties, and the state are scheduled to be posted on the California Department of Education's Web site at <http://www.cde.ca.gov/statetests/cahsee/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

Media Access to Results

The source for the CAHSEE aggregate results will be CDE's Web site. Research files will also be available in tab-delimited format using tabs as separators between data elements to allow for more complex analyses and customized reporting of the data.

For More Information...

For more information, visit CDE's Web site at <http://www.cde.ca.gov/statetests/cahsee/> or contact the CDE High School Exit Exam Office at (916) 445-9449 (phone), at (916) 319-0969 (fax), or at CAHSEE@cde.ca.gov (e-mail).



Internet Reports

The 2002–03 CAHSEE aggregate results will be accessible through CDE’s Web site. Instructions to assist you in accessing the Web site are included in this section. Because these aggregate reports only provide snapshots of student performance, it is recommended that you seek information about specific classes (e.g., 2004, 2005) from your local school district testing director or school administrator.

The DataQuest Web site will display:

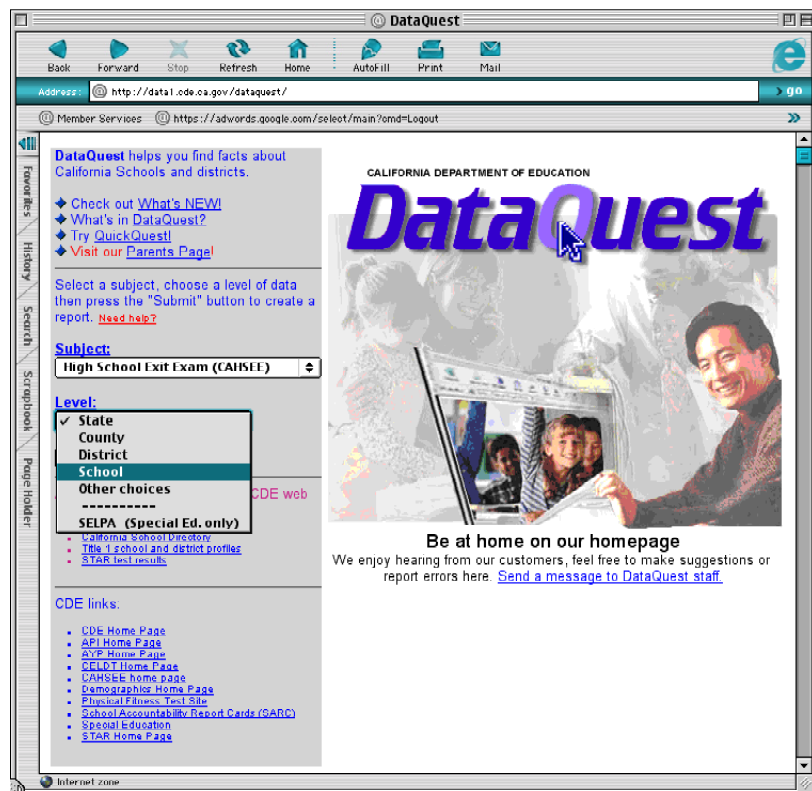
- Aggregate results for the July, September, and November 2002 and January, March, and May 2003 administrations.
- Combined results for all administrations July–May. These 2002–03 combined results do not separate out subgroup results by grade and include students who tested multiple times. A report for only grade ten students will be available in late November.
- Aggregate results at the school, school district, county, and state levels.
- Demographic aggregate results for students by grade level, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Aggregate results for English-language arts, including: number of students tested, number passed, percent passed, average (mean) scaled score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and average score for writing applications (essay 1 and essay 2).
- Aggregate results for mathematics, including: number of students tested, number passed, percent passed, number not passed, mean scaled score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

Research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data.

The following section provides directions to access the DataQuest Web site, sample report summary header definitions, sample demographic and roster reports as they appear on the DataQuest Web site, and the layout for research files described above. Sample reports are provided for only a portion of the possible ways in which data can be displayed in DataQuest.

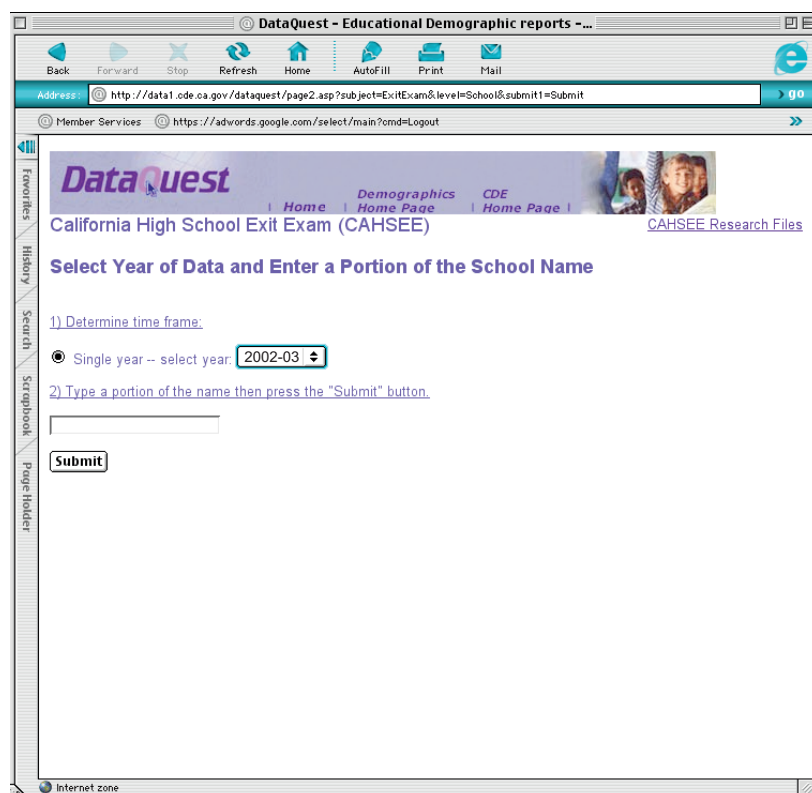


Accessing Internet Reports



To access the statewide aggregate results go to
<<http://data1.cde.ca.gov/dataquest/>>.

1. In the left column of the DataQuest home page, under Subject, select “High School Exit Exam (CAHSEE)” from the drop down menu.
2. Under Level, select “State, County, District, or School” from the drop down menu.
3. Press the submit button to proceed to the next page.



4. Under “Single Year – select year” choose 2002–03.
5. Type a portion of the school name and press the “submit” button.



6. Click on the arrow located on the right hand side of the “Select Agency” field box to display a list of agencies. Select the agency you would like to review reports for.
7. Click on one of the report types to select the report you wish to view.
8. Click on the arrow located on the right hand side of the “Specify Administration” field box to display the six administrations for 2002–03 or the combined report. Choose the administration you would like to review reports for.
9. Press the “submit” button.



Sample School Report: English-Language Arts

The California High School Exit Examination (CAHSEE) reports show school, school district, or county results for a single administration. At the top left of each report is general information about the school, school district, or county being reported as well as the administration for which the report has been generated. The first column of the report shows the demographic categories for which information is reported including: grade, gender, ethnicity, language fluency, economic status, and special education program participation. Listed below are definitions for each column heading used on the reports for English-language arts.

CAHSEE Demographic Summary Header Definitions: English-Language Arts

Number Tested — The number tested represents the number of valid answer documents scored, overall and by demographic category. The number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed — The number passed represents the number of students who received scale scores of 350 or greater. The number passed by demographic category is a subset of the Number of Students Tested.

Percent Passed — The percent passed represents the percent of students who passed with a scale score of 350 or greater. The percent is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed — The number not passed represents the number of students who received a scale score of less than 350. The number not passed by demographic category is a subset of the Number of Students Tested.

Percent Not Passed — The percent not passed represents the percent of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scaled Score — The mean scale score is the average scale score of all students who took the English-language arts examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

Reading — The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand and dividing by the number of questions answered correctly in that strand.



Writing — The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts. Percent correct is calculated by taking the total number of questions tested per strand and dividing by the number of questions answered correctly in that strand.

Writing Applications — Writing applications includes the total number of points awarded to a student essay. Each student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The Writing Applications score counts for 30% of the total English-language arts score.

Note: Dashes indicate that for groups of 10 or fewer, data were suppressed to maintain the anonymity of the students tested.



Sample School Report – English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
English-Language Arts (March 2003)
File Date: 8/4/2003

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Grade													
Tenth	402	241	60%	161	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Adult ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Gender													
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Ethnicity													
American Indian or Alaska Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African American (not of Hispanic origin)	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Language Fluency													
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Learner Students	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economic Status													
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Special Education Program Participation													
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample School Report: Mathematics

The California High School Exit Examination (CAHSEE) reports show school, school district or county results for a single administration. At the top left of each report is general information about the school, school district, or county being reported as well as the administration for which the report has been generated. The first column of the report shows the demographic categories for which information is reported including: grade, gender, ethnicity, language fluency, economic status, and special education program participation. Listed below are definitions for each column heading used on the reports for Mathematics.

CAHSEE Demographic Summary Header Definitions: Mathematics

Number Tested — The number tested represents the number of valid answer documents scored, overall and by demographic category. The number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed — The number passed represents the number of students who received scale scores of 350 or greater. The number passed by demographic category is a subset of the Number of Students Tested.

Percent Passed — The percent passed represents the percent of students who passed with a scale score of 350 or greater. The percent is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed — The number not passed represents the number of students who received a scale score of less than 350. The number not passed by demographic category is a subset of the Number of Students Tested.

Percent Not Passed — The percent not passed represents the percent of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scaled Score — The mean scale score is the average scale score of all students who took the mathematics examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer document.

Strands For Mathematics — The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra 1) is listed in the last 5 columns, overall and by demographic category. The average percent correct is calculated from the percent correct of all students who tested in mathematics on the test date.

Note: Dashes indicate that for groups of 10 or fewer, data were suppressed to maintain the anonymity of the students tested.



Sample School Report – Mathematics

Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
Mathematics (March 2003)
File Date: 8/4/2003

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Grade											
Tenth	402	241	60%	161	40%	375	92%	68%	53%	61%	92%
Eleventh	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Ethnicity											
American Indian or Alaska Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
African American (not of Hispanic origin)	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Language Fluency											
English Only	322	193	60%	129	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Learner Students	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Economic Status											
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
Special Education Program Participation											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample District Report – Mathematics Roster for All Students Tested

California High School Exit Examination
School Listing – EXAMPLE SCHOOL DISTRICT
Mathematics (March 2003)
File Date: 8/4/2003

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 1,560

District Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	1,560	936	60%	624	40%	375	92%	68%	53%	61%	92%
0000000 Example School #1	203	122	60%	81	40%	375	92%	68%	53%	61%	92%
0000001 Example School #2	188	113	60%	75	40%	375	92%	68%	53%	61%	92%
0000002 Example School #3	487	292	60%	195	40%	375	92%	68%	53%	61%	92%
0000003 Example School #4	237	142	60%	95	40%	375	92%	68%	53%	61%	92%
0000004 Example School #5	445	267	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample District Report – Mathematics

Demographic Summary for All Students Tested

California High School Exit Examination Demographic Summary for All Students Tested Mathematics (March 2003)

File Date: 8/4/2003

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of Students Tested: 452

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Grade											
Tenth	402	241	60%	161	40%	375	92%	68%	53%	61%	92%
Eleventh	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Ethnicity											
American Indian or Alaska Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
African American (not of Hispanic origin)	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Language Fluency											
English Only	322	193	60%	129	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Learner Students	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Economic Status											
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
Special Education Program Participation											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample County Report – English-language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested – EXAMPLE COUNTY
English-Language Arts (March 2003)
File Date: 8/4/2003

- [To Research Files](#)
- [County Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 452

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Grade													
Tenth	402	241	60%	161	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Adult ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Gender													
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Ethnicity													
American Indian or Alaska Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African American (not of Hispanic origin)	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Language Fluency													
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Learner Students	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economic Status													
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Special Education Program Participation													
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

-- To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample County Report – English-Language Arts Roster for All Students Tested

California High School Exit Examination
District Listing – EXAMPLE COUNTY
English-Language Arts (March 2003)
File Date: 8/4/2003

- [To Research Files](#)
- [Back to County Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 3,075

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	3,075	1,842	60%	1,233	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00000 Example School District #1	462	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00001 Example School District #2	391	234	60%	157	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00002 Example School District #3	1,021	612	60%	409	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00003 Example School District #4	644	386	60%	258	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00004 Example School District #5	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00005 Example School District #6	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00006 Example School District #7	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00007 Example School District #8	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
00008 Example School District #9	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

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2002-03 CAHSEE Aggregate Results: Tab-Delimited File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha numeric
District Code	DistrictCode	Alpha numeric
Charter Number (only populated for independent charters)	CharterNumber	Alpha numeric
School Code	SchoolCode	Alpha numeric
County Name	CountyName	Alpha numeric
District Name	DistrictName	Alpha numeric
School Name	SchoolName	Alpha numeric
Record Type	RecordType	04=state 05=county 06=district 07=school
Summary Type	SummaryType	01=All Students Tested 02=Grade 10 03=Grade 11 04=Grade 12 05=Grade AE 06=Grade Unknown 07=Male 08=Female 09=Gender Unknown 10=American Indian or Alaskan Native 11=Asian 12=Pacific Islander 13=Filipino 14=Hispanic or Latino 15=African American 16=White 17=Race/Ethnicity Unknown 18=English Only 19=Initially Fluent English Proficient (IFEP) 20=Redesignated Fluent English Proficient (R-FEP) 21=English Learner (EL) 22=Language Fluency Unknown 23=Not Economically Disadvantaged 24=Economically Disadvantaged 25=Economic Status Unknown 26=Participating in Special Education Program 27= Not Participating in Special Education Program
Administration	Administration	C=Combined Administration S=Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank
Filler	MathEnrollment*	0.99999999



Field Description	Corresponding Database Field	Acceptable Values
Math Number Tested	MathNumberTested	0-99999999
Math Number Passed	MathNumberPassed	0-99999999
Math Percentage Passed	MathPercentPassed	0-100
Math Number Not Passed	MathNumberNotPassed	0-99999999
Math Percentage Not Passed	MathPercentageNotPassed	0-100
Math Mean Scale Score	MathMeanScaleScore	250-450
Math <i>Probability & Statistics</i> Percent Correct	MathPSPercentCorrect	0 - 100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0 - 100
Math <i>Algebra & Functions</i> Percent Correct	MathAFPercentCorrect	0 - 100
Math <i>Measurement & Geometry</i> Percent Correct	MathMGPercentCorrect	0 - 100
Math <i>Algebra I</i> Percent Correct	MathA1PercentCorrect	0 - 100
ELA Test date	ELATestDate	MM/DD/YY or Blank
Filler	ELAEnrollment*	0-99999999
ELA Number Tested	ELANumberTested	0-99999999
ELA Number Passed	ELANumberPassed	0-99999999
ELA Percentage Passed	ELAPercentPassed	0-100
ELA Number Not Passed	ELANumberNotPassed	0-99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0-100
ELA Mean Scale Score	ELAMeanScaleScore	250-450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0 - 100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0 - 100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0 - 100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0 - 100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0 - 100
ELA Writing Applications - <i>Essay 1</i> Scale Score	ELAES1AvgScore	0.0 - 4.0
ELA Writing Applications - <i>Essay 2</i> Scale Score	ELAES2AvgScore	0.0 - 4.0
Current System Date	SystemDate	MM/DD/YY

*Information for these fields have been removed for 2002-2003



Guidelines for Reporting

The California High School Exit Examination (CAHSEE) represents a milestone for public education. Results of California's effort to require students to pass a state test to receive their high school diploma has attracted a great deal of media attention. The ability of schools, school districts, and county administrators to respond proactively to inquiries about local CAHSEE results for the 2003 administration will be crucial in developing a foundation of understanding about this exam. The following guidelines are for school district and county personnel responsible for working with the media or other interested parties.

Advance Preparation

- Prepare a local news release and any camera-ready graphs or charts that you would like the media or other interested parties to use. Make sure the release includes a brief statement about what is currently being done to:
 - Align curriculum and instruction to state academic content standards in your district's schools (K–12) within your school district
 - Ensure that all students will have the knowledge and skills to satisfy the CAHSEE requirement
 - Ensure that students who have not met the CAHSEE requirement are getting remediation
- Organize a CAHSEE fact sheet for the school district or county and its high schools that includes:
 - The number of tenth and eleventh grade students enrolled at each high school in 2002–03
 - The number of English learners, the number of students in special education and other special programs enrolled at each high school, and the number who took the CAHSEE in 2002–03
 - Results of student achievement data other than CAHSEE
 - Other information that is helpful in providing a school district/school profile of student achievement for each school within your school district
 - Develop brief talking points about 2002–03 CAHSEE results at the school, school district and/or county level to assist in media interviews.



Some Questions Local Media or Other Interested Parties May Ask

- How many tenth graders (Class of 2005) and eleventh graders (Class of 2004) in your schools, school district, and/or county took the CAHSEE in the 2002–03 school year?
- How many students in the Class of 2004 or 2005 in your school district/county have now satisfied the CAHSEE requirement?
- Will your school district/school be awarding the Certificate of Accomplishment to students in the classes of 2004 and 2005 who have passed both parts of the examination?
- How many students in your school district/county have passed individual sections of the exam for English-language arts and for mathematics? Is this an increase since 2001–02 administrations?
- How did students in different subgroups (e.g., gender, ethnicity, language fluency) in your schools, school districts, and/or county perform on the CAHSEE?
- How many students with disabilities took the CAHSEE and how did they perform?
- What did your schools do last year to help students prepare for the CAHSEE (e.g., summer school, after school tutoring)?
- What staff development is being provided to your teachers to help them implement standards-based instruction? Why is this important?
- What resources (e.g., supplemental instruction) are your schools providing to help students in the Class of 2006 to be successful in meeting the CAHSEE requirement?
- What funds are your schools receiving to help prepare students for the CAHSEE?
- How can you explain the CAHSEE results your school(s) received?
- How do the results of the students not passing the English-language arts or mathematics portion of the exam (average scales) assist your schools to provide help to students who need to pass the CAHSEE?
- How can you explain the difference (if any) between results on the STAR tests and the CAHSEE?
- Do you feel the CAHSEE results accurately reflect student achievement at your school(s)? Why or why not?
- How can students, parents, and community members get answers to questions about the CAHSEE and the 2002–03 test results?

For questions about Adequate Yearly Progress (AYP) and Academic Performance Index (API), contact the EPIC office at <epic@cde.ca.gov> (e-mail) or (916) 319-0863 (phone).



Media Contact

- Determine who in the school district/county will handle media requests about the CAHSEE.
- Establish a process and schedule for working with media covering the CAHSEE results.
- Schedule briefings with local editorial boards and education writers to develop an understanding about the CAHSEE before the Internet reports are posted.



Sample Talking Points for District/County Administrators

- Last year, _____ tenth graders in their initial testing opportunity took the CAHSEE in our school district/school.
 - _____ percent of tenth graders (Class of 2005) have met the CAHSEE requirement.
 - _____ percent of tenth graders (Class of 2005) have met the English-language arts requirement of the CAHSEE.
 - _____ percent of tenth graders (Class of 2005) have met the mathematics requirement of the CAHSEE.
- Last year, _____ eleventh graders (Class of 2004), representing students who had not already met the CAHSEE requirement, took the CAHSEE.
 - Initially _____ percent of the Class of 2004, when they voluntarily took the CAHSEE as freshman, met the (English-language arts/mathematics/both) CAHSEE requirement.
 - As of October 2003, _____ percent of students in the Class of 2004 have met the (English-language arts/mathematics/both) CAHSEE requirement.
- Our district plans to award _____ Certificates of Accomplishment to students in the classes of 2004 and 2005 who have met the CAHSEE requirement.
- Tenth grade students in the Class of 2005, upon their first testing opportunity, met the requirement at a rate that is _____ percent (more/less/similar) to the initial testing opportunity of the students in the Class of 2004.
- Our CAHSEE results indicate that our schools are on track in their efforts (need to increase their efforts) to enhance the academic achievement of all students. *Outline key points of the results for each part of the exam.*
- Our data about student achievement at our school(s) (at _____ School) provide a more complete picture of student achievement than just the results of the CAHSEE would indicate.
- The best way to prepare students for the CAHSEE is to make sure state academic content standards are incorporated into classroom instruction for all students across the curriculum at every school.



- We are implementing state academic content standards, with English-language arts and mathematics as a top priority. Resources allocated for staff development are critical to this effort.
- CAHSEE results will be used to identify the knowledge and skills each student needs to successfully meet this graduation requirement for the Class of 2006. *Describe what the school staff will do to target these needs.*
- Our school district/county has been working with school staffs in our elementary and middle schools, as well as our high schools, to plan a sequence for instruction that addresses state academic content standards at every grade level.



Sample Local Press Release

“Results of the California High School Exit Examination (CAHSEE) for the school district/county are (are not) consistent with results of tenth grade students statewide,” Superintendent _____ said today after a preliminary review of results of the state’s exit exam for high school graduation.

In 1999, Senate Bill 2 was signed into law to require all students in California public schools to meet the CAHSEE requirement to receive a high school diploma beginning with the Class of 2004. However, July 9, 2003, the State Board of Education postponed the effective date until 2006 for this year’s tenth graders. Statewide data released October 10 represent the results of students taking the exam in the 2002–03 school year. At the time of testing, students in California public schools were required to meet the CAHSEE requirement to receive a high school diploma.

In (March or May) of 2003, all tenth grade students in the Class of 2005 were tested to meet the CAHSEE requirement in effect at the time and the federal No Child Left Behind (NCLB) requirements for high schools. This year _____ tenth grade students were tested in our school district/county and _____ percent successfully met the requirement of the English-language arts section and _____ percent successfully met the requirement of the mathematics section. Overall _____ percent of the Class of 2005 met the CAHSEE requirement.

In the 2002–03 school year, _____eleventh graders were tested. This number represents students who had not already met the CAHSEE requirement in their freshman or sophomore year. Collectively, _____ percent of the students in the Class of 2004 have met the requirement of the English-language arts section, _____ percent of the students in the Class of 2004 have met the requirement of the mathematics section, and _____ percent have met the requirement of both sections since the test was first administered in 2001.

To acknowledge and celebrate the accomplishments of student achievement, our school district will be issuing Certificates of Accomplishment to the students in the classes of 2004 and 2005 who have successfully met the CAHSEE requirements.

The CAHSEE addresses state academic content standards in English-language arts and mathematics. The English-language arts section of the exam addresses state academic content standards through grade ten. The mathematics part addresses state academic content standards in grades six and seven as well as Algebra 1. To provide assistance to students that had not yet passed the CAHSEE, the school district offered additional supplemental instruction these students needed to be successful. *Briefly describe school district assistance.*

Parents who wish to know more about the CAHSEE are advised to contact their student’s school office. Special informational meetings for parents will be announced as soon as the data are finalized.